

NCFE Level 4 Award

Trauma Informed Practice for Children & Young People



**TRAUMA INFORMED
SERVICES**

Our Services

Trauma Informed Services provide training and consultancy for organisations working with children and young people who have experienced childhood trauma. We aim to improve the quality of life of those individuals by supporting organisations to deliver effective, trauma aware, trauma informed and trauma responsive services. In essence, we want to ensure services engage with individuals in a way that avoids harm, supports recovery, and promotes individual resilience.

We teach the importance of developing safety and trust, promoting choice and prioritising collaboration, empowerment, and inclusivity, so that we can minimise re-traumatisation and improve engagement in services. However, we understand that trauma informed practice is more than a set of skills to master, it is a way of being with people that involves empathy, compassion, attunement and connection.

We know that to provide this practice consistently and predictably, the workforce must be emotionally resilient, able to reflect on its practice and feel supported. They need to be curious about behaviour and its underlying causes and aware that every interaction matters. All of the above needs to be embedded within a strengths-based culture of learning and professional development that allows for positive growth and change.

By working through a trauma informed lens, we can adapt our approach to promote safety and trust, enhancing our ability to **connect** and improve engagement. By working with **curiosity**, we can look behind the behaviour, **accepting** and validating each individuals' unique experience.

When caring for our work force, providing training, supervision and support, as well as regular opportunities for reflective practice, we can promote **resilience**, enabling individuals to persevere when things get tough and to practice with **empathy** and **compassion**.

Our experienced, multi-disciplinary team comprises of trainers and consultants with extensive knowledge, expertise, and first-hand experience of working with individuals who have experienced childhood trauma. As such, we understand the challenges of embedding new ways of working and would like to share our learning and lived experience with organisations from the public, private and voluntary sectors who are ready to embrace trauma informed practice.

Darren Beattie and Jan Rees formed the company in 2022 due to their combined years of experience working directly with children, young people, and adults within social care. They share a mutual understanding of how unresolved trauma can have a detrimental impact from childhood into adulthood. They have a passion to improve outcomes and the quality of life for people who have experienced childhood trauma or adverse childhood experiences (ACE's).

Jan Rees | Director



As a foster carer, Jan has devoted over 40 years of her life caring for children and young people in the UK. Jan is widely considered a pioneer in developing therapeutic foster care services and specialist support for children and families, not just in the UK but around the world. Jan's commitment to improve experiences for children in care was formally recognised in 2016 when she received an OBE from Her Majesty the Queen for Services to Children and Families.

Darren Beattie | Director



Darren has had roles in the Police and Social Care which led to being Head of Service for a Secure Children's Home for over ten years. Darren was responsible for a large multi-disciplinary team and successfully embedded trauma informed practice. This therapeutic parenting approach ensured children received excellent standards of care which was formally recognised by Ofsted. Darren strongly believes that outcomes for children in care would be improved if those working directly with them were trauma informed.

Dr Karen Cloute | Principal Clinical Psychologist



Karen has a Doctorate in Clinical and Community Psychology and specialises in child and adolescent mental health with a specific interest in neurodevelopment. Karen has worked as a clinician, trainer and supervisor and has delivered training for Exeter and Reading University. Since 2015 Karen has been the Clinical Lead for a Secure Children's Home where they have been embedding a trauma informed, therapeutic parenting approach for children with highly complex needs and trauma histories.

Trauma Informed Services CARES

We know that **every interaction matters**. By working through a trauma lens, we are providing opportunities for positive relational experiences, empowering people in their recovery from trauma and ultimately, offering a sense of hope for the future.

With this in mind we have developed the **CARES** model which relates to our core trauma informed principles.



Connection and Curiosity

The development of safe, trusting relationships is at the heart of any successful intervention; it's as important for professionals as the people we care for. We also value curiosity, which enables us to stay open to new ideas and understandings and to work collaboratively and respectfully with others.



Acceptance

Everyone's story is meaningful and everyone has the right to be accepted for who they are. While we may not always accept a person's behaviour, we can accept their thoughts and feelings, which helps to build trust.



Resilience and Reflective Practice

Building resilience, in part through reflective practice, is a central component of trauma informed care and improving outcomes for those we care for.



Empowerment and 'Every Interaction Matters'

Every interaction has the therapeutic potential to help develop trust and create safety for those we care for. To promote recovery from trauma, people must be empowered to make healthy choices to live their best lives.



Safety and Self-Care

Everyone has a right to feel safe, crucially: *I feel safe here and I feel safe with you*. Again, this is as important for professionals as it is for those we care for. To care for others, you must take care of yourself. Training is a precious opportunity for professional development and self-care, which is central to our training ethos.

Our Approach

At Trauma Informed Services we know that one size does not fit all and that learning needs to be tailored to the organisational and individual team context. While we believe all staff groups will benefit from trauma awareness, both in their working and personal life, some teams may benefit from a more in-depth understanding or from focusing on specific aspects of practice.

Our training enables us to provide tailored programs, matched to your team's learning needs. To engage learners and ensure you experience real-world change, we understand that learning must be directly applicable to the workplace, with relatable case studies and opportunities to reflect on current practice. As such, we ensure this is central to our delivery. We use a range of teaching methods designed to engage all learners, recognising that there are many learning styles.

To have confidence in the training, you need to know it is having an impact, both in terms of learners' knowledge, competencies and skills and ultimately in terms of the outcomes for those we care for. We provide evaluation tools to measure change and will work with you to ensure they are meaningful to your team and the outcomes you are seeking from the training.

Teams will have varying levels of knowledge and skills and we can help you to evaluate what is already in place and make an informed decision as to what level of training is required to meet any gaps. All training stands alone and with no pre-requisites for undertaking the course.

We ensure that trauma principles are embedded into our training ethos and aim to:

- Work hard to build a safe learning environment which values everybody's input and promotes open and honest discussion
- Promote self-care, particularly in the knowledge that learners may have experienced their own trauma
- Empower our learners to think about their learning needs and what outcomes they want to achieve from the training
- Prioritise reflective practice in all learning

Trauma Informed Practice for Children & Young People

We are delighted to introduce our most comprehensive Trauma Informed Practice qualification which has been created specifically for frontline staff, managers, foster carers or volunteers who work directly with children and young people or adults who have experienced abuse or adverse childhood experienced (ACE's).

This **NCFE accredited Level 4 Award** is delivered by clinical psychologists and social work consultants who have significant front-line experience in a wide range of children's services including secure. This qualification will enable you to become a **Trauma Informed Practitioner** within your organisation.

The Award comprises of five units for anyone in a non-supervisory role and a sixth unit for senior practitioners and supervisors/managers. The course is delivered over 7 to 8 days with breaks in between enabling learners to reflect and embed the knowledge from each Unit into practice.

To improve outcomes for the children and young people, services will benefit from trauma informed champions role modeling therapeutic practice and helping others to understand the importance of adopting a trauma informed approach.

NCFE Level 4 Award

Trauma Informed Practice for Children & Young People

The **Level 4 qualification** is suitable for any practitioner or manager working with children and young people in these services:

- **Children's Homes**
- **Children's Social Care (social workers, personal advisors)**
- **Fostering, Adoption & Special Guardianship**
- **Early Intervention Services**
- **Youth Services**
- **Family Support Services**
- **Family Assessment Centres**
- **Youth Offending Teams**
- **Substance Misuse Services**
- **Children's Mental Health**
- **Education (PRU's, SEBD students, Virtual Schools, School Nurses)**
- **Police (child protection/exploitation/prevent/family liaison etc)**
- **Prison & Probation Service**
- **Housing (16-25 accommodation)**



NCFE Level 4 Award | Topics Covered

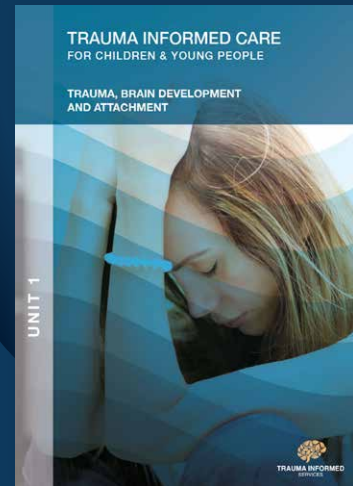
Our training is split into 6 units:

- 1 Trauma, Brain Development and Attachment
- 2 Childhood & Adolescent Development
- 3 Complex Behaviours
- 4 Resilience, Self-Care and Compassion Fatigue
- 5 Trauma Informed Practice
- 6 Trauma Informed Leadership



UNIT 1

Trauma, Brain Development and Attachment

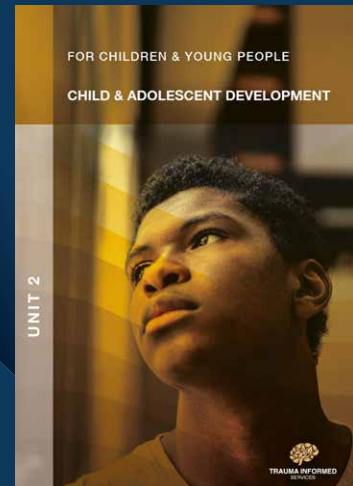


Learning Outcomes

- Understand how early relationships with primary care givers impacts brain development
- Understand changes that happen to the brain during adolescence
- Understand the principles of attachment theory and how these apply in day-to-day practice
- Understand what is meant by relational trauma and how this can present in children and young people
- Explore the principles of 'therapeutic parenting' and how we can apply these in day-to-day practice

UNIT 2

Child & Adolescent Development



Learning Outcomes

- Understand the different areas of child and adolescent development
- Understand the factors that can affect healthy development
- Understand the prevalence of difficulties among young people who are, or at risk of being, looked after
- Understand the difference between chronological and developmental age
- Understand social and cultural factors that can affect development

UNIT 3

Complex Behaviours



Learning Outcomes

- Understand how developmental theories underpin complex behaviour
- Understand the term 'formulation' and how it helps us understand complex behaviours
- Learn theories about child development that enable us to understand complex behaviours
- Understand why some children may lie or make false allegations
- Learn ways to work with children who may make false allegations or lie
- Understand why children self-harm and how to support them
- Understand the term 'harmful sexual behaviour' and how to support children with a history of this behaviour
- Understand why some children present with aggressive or violent behaviour
- Learn how to work with children who present with aggressive or violent behaviour
- Understand how children who present with violent behaviour impact the wider team

UNIT 4

Resilience, Self-Care and Compassion Fatigue

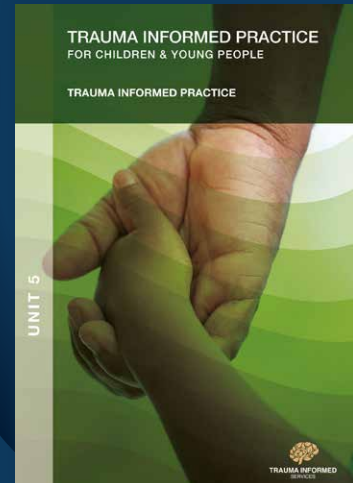


Learning Outcomes

- Understand resilience and its importance when working with children who have experienced trauma
- Understand how resilience and relationships are connected
- Understand the meaning of indirect trauma
- Explore individual triggers, signs of stress and reduced resilience
- Explore own self-care needs and support options
- Understand what self-regulation is and why it is important
- Understand compassion fatigue and how it impacts relationships when working with children who have experienced trauma
- Understand the importance of reflective practice and supervision

UNIT 5

Trauma Informed Care

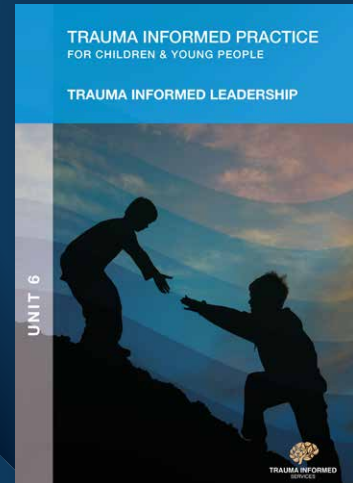


Learning Outcomes

- Understand the concept of adopting a 'trauma lens' within practice
- Understand why we don't say 'what is wrong with you'
- Learn how to apply the core principles of a trauma informed approach
- Understand the wider implications of safety
- Understand the concept of re-traumatisation
- Recognise a trauma informed environment
- Learn about ACEs and the importance of building relationships
- Be able to reflect on group living dynamics
- Understand how to work with breaks in relationships
- Understand the importance of positive endings
- Learn about restorative approaches
- Understand why formulation is critical within the care planning process

UNIT 6

Trauma Informed Leadership



Learning Outcomes

- Understand how trauma impacts organisations
- Understand the importance of positive role modelling by managers
- Understand how emotions affect the way we work
- Understand the concept of re-enactment and why it isn't helpful
- Understand how secondary trauma can lead to compassion fatigue and burnout
- Recognise why leadership is important when adopting a therapeutic parenting approach
- Explore how supervision can help embed trauma informed practice

While it is possible to deliver this course virtually, we would encourage organisations to consider the value of face to face learning as it promotes:

- **Full engagement in the learning, not being distracted by emails or other operational issues**
 - **Self-care, taking time away from the day to day role to reflect on practice and focus on your own needs**
 - **Team building and networking**
 - **Increased access to trainers during breaks and lunch for informal questions**
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The training can be delivered as one block however we believe best practice would be to deliver it one unit at a time, with a period of time in between to help consolidate and apply any new learning.

Following each unit, learners are provided with reflective practice exercises that can be used in supervision, team meetings or in personal study to encourage reflection and help embed learning.

Upon successful completion of this qualification organisations would have trauma informed practitioners to help embed learning and changes to practice.



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